

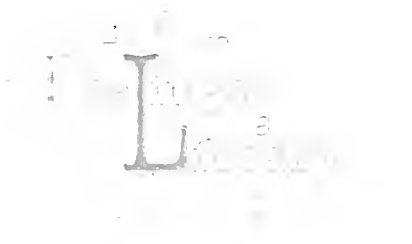
**INTERIM
CIVIL DEFENSE
INSTRUCTIONS
FOR SCHOOLS
AND COLLEGES**

FCD 1,933-1

**FEDERAL CIVIL DEFENSE ADMINISTRATION
PUBLICATION TEB-3-1**

Interim Civil Defense Instructions for Schools and Colleges is one of a series of training and education bulletins prepared by the Federal Civil Defense Administration dealing with general training problems for those concerned with State and local civil defense training programs.

From the collection of the



San Francisco, California
2008

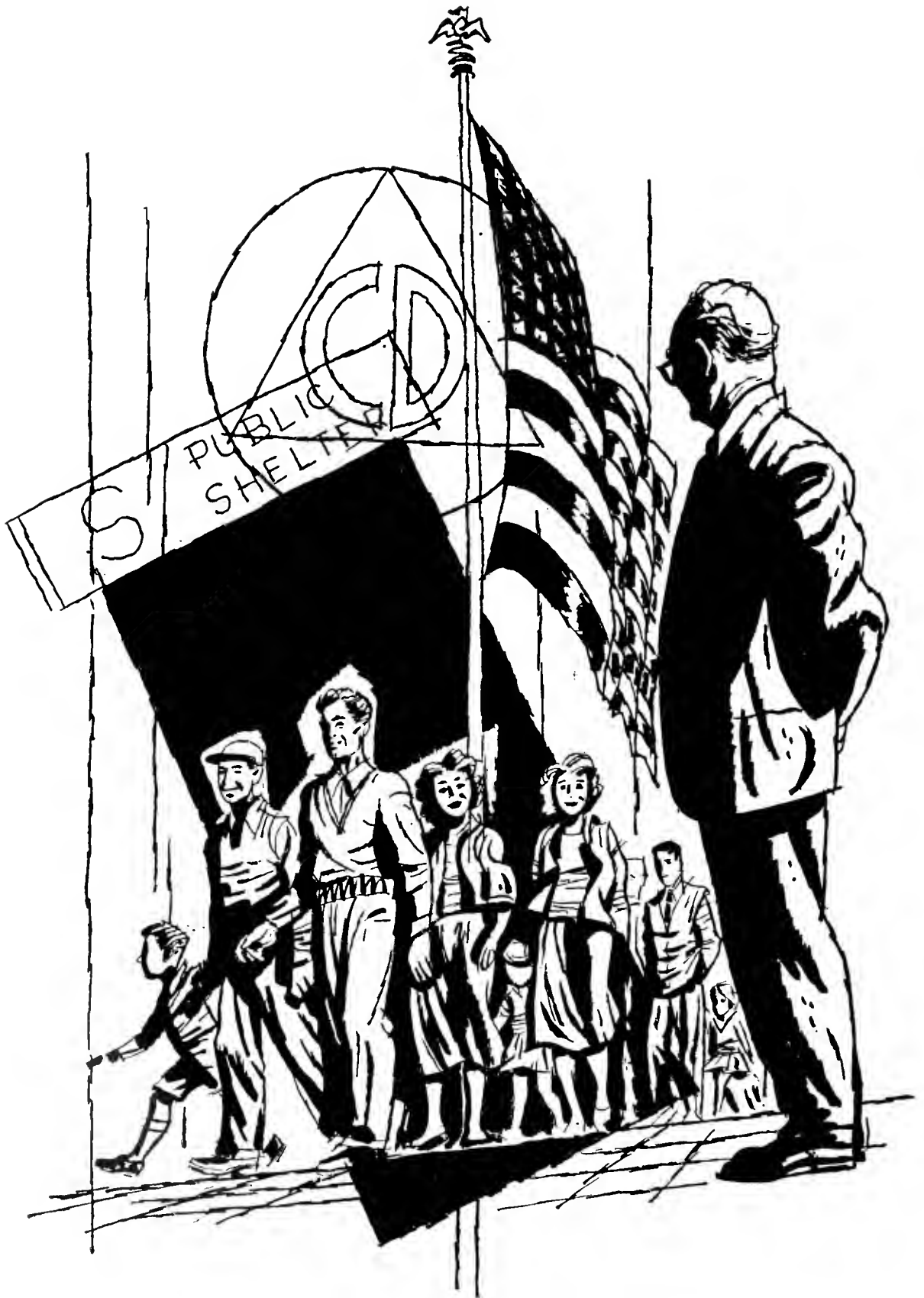
U. S. GOVERNMENT
PRINTING OFFICE
AUGUST 1951

**INTERIM
CIVIL
DEFENSE
INSTRUCTIONS
FOR
SCHOOLS
AND
COLLEGES**



FEDERAL CIVIL DEFENSE ADMINISTRATION • WASHINGTON, D. C.
TEB-3-1 AUGUST 1951

For sale by the Superintendent of Documents, U. S. Government Printing Office,
Washington 25, D. C. - Price 30 cents





Contents

INTRODUCTION

PART I

<i>Section</i>	<i>Page</i>
1. Purpose	vi
2. The Underlying Concept of the Civil Defense Plan	1
3. The Role of School and College Populations in Relation to Community Civil Defense Activities	1
4. Interim School and College Civil Defense Education and Training	2
5. Plans for Development of Suggested Curricula for Schools and Colleges	9

PART II

1. Scope of Program Effort: How to work toward optimum civil defense preparation in cooperation with State and local authorities	11
2. Motivation: How to create the right kind and the necessary amount of interest in the school civil defense program	12
3. Budget: How to finance school civil defense activities as a part of local civil defense	14
4. Double Duty: How to make civil defense training and expenditures serve our regular nondefense needs	15
5. Personnel: How to organize the human resources into civil defense activities	16
6. Training: How to teach and what to teach in preparation for attacks	17
7. Shields and Shelters: How to provide for proper protection for school populations against flying missiles, dangerous rays, blasts and heat	19
8. Buildings: How to protect school structures in cooperation with the local civil defense authorities	20
9. Medical Care: How to plan for doctors, nurses, and first aid	21
10. Equipment: How to select, store, and safeguard equipment and materials for emergency needs	22
11. Communications: How to achieve coordination	23
12. Home and School Relationships: How to achieve best two-way relationship between the school and the home regarding the school civil defense program as a part of the over-all civil defense program	24
13. Community Service: How to render aid to others outside the immediate school population	24
14. Evacuation: How to get school populations away from school buildings or grounds when necessary	25
15. Time of Crisis: How to carry on and operate effectively during the period of an attack	26

BIBLIOGRAPHY

INTERIM CIVIL DEFENSE INSTRUCTION

...for Schools and Colleges

INTRODUCTION

The United States is no longer free from danger of a devastating attack. The air-atomic age has changed our way of life which calls for a new way of planning, living, and cooperating.

Civil defense is protection against disaster for each person, his community, and his nation. But it is more than that. It is a new concept of citizenship. It means self-discipline in the interest of the common welfare.

It calls for universal education, devoted to self-preservation and mutual safety and welfare. In this the educator sees a new citizenship, a new community life, a new realization of democracy for our time.

In order to be effective, the program of civil defense must be coordinated throughout the nation. As part of this unified plan, the civil defense program of any school or college must be consistent with over-all plans. It is the responsibility of the school administrator to build his program as part of the local civil defense plan.

Civil defense is a "must" for the United States under modern conditions. It requires of every citizen a new way of life. This must be learned through education and training. Schools and colleges have many physical and human resources available to do this important job. Educational administrators and teachers must participate at all stages in civil defense planning and operations.

It is urgent that the populations of schools and colleges be provided with civil defense education and training now. Instructions and materials are available for interim basic education and training by schools and colleges. Therefore, school administrators should provide for planning, developing, and conducting civil defense instruction as soon as practicable. They must see that their programs are developed as integral parts of the local civil defense plan.

The Federal Civil Defense Administration is developing materials for use in civil defense instruction programs. These include materials which will aid in the making of long-range plans for civil defense instruction for schools and colleges. Educators should make use of these as they are published.

In planning their programs, educators should keep in mind the positive values in civil defense instruction. Civil defense can be the springboard for constructive citizenship through the stimulation of a general, keener interest in democratic processes throughout the United States. Civil defense can have positive, constructive values to our entire citizenship, since it is everybody's business.

PURPOSE

This Bulletin suggests types of civil defense education and training which schools and colleges may set up immediately for the fall and winter of 1951-52. This Interim Bulletin will help educational administrators plan their immediate training and education programs in civil defense. It will also aid them in planning more adequate long-range civil defense programs.

Modern concepts of warfare, the international situation, and the needs of our national defense have made necessary a national program of civil defense.

School and college populations form important segments of their larger communities. It is important that they receive civil defense education and training. School and college experience should now bring to every student and faculty member an opportunity to develop those understandings, attitudes, knowledges, skills, and habits which will prepare them to be self-reliant before, during, and after any emergency. Each must be trained in self-protection and self-help. The more mature members of this group are expected to participate in civil defense organizations which serve the entire community.





Part I

THE UNDERLYING CONCEPT OF THE CIVIL DEFENSE PLAN

The basic concept of the national plan for civil defense is self-reliance. Under this concept every responsible person in this country has a duty to perform; he must train himself and his family in self-protection and self-help. As he extends this concept of self-protection and self-help to his neighbor and his co-worker, the mutual advantages are obvious. He may join the local civil defense organization as a volunteer to assist in community-wide protection and help. In short, there is a minimum protection policy which every person owes to himself and his family; he must, however, contribute to a larger insurance policy for himself, his family, and his community by volunteering for work in his local civil defense organization. This is the basis of the self-reliance concept.

THE ROLE OF SCHOOL AND COLLEGE POPULATIONS IN RELATION TO COM- MUNITY CIVIL DEFENSE ACTIVITIES

Every person in a school and college needs basic instruction in self-protection and self-help, both as an individual and as a member of the group. In addition, faculty members and students will be called to fill important assignments as volunteers in local civil defense organizations. What, then, should be the role of school and college populations in civil defense?

FCDA has encouraged State and local civil defense officials to use educators as members of their policy-making groups. This group must plan an educational program for the entire community. The educator will administer the basic program for the education of youth. He brings to the planning group a knowledge of educational processes and a command of many of the needed facilities.

Educators should seek an active role in civil defense planning and operations. As citizens they have an obligation to help their local civil defense agency plan for the education and training needs of civil defense volunteers and of the general public. Rather than await an invitation, they should volunteer their services and their professional competence for this vital community service.

FCDA has consistently urged State and local civil defense organizations to use existing educational facilities—both physical and manpower—in meeting their vast education and training requirements. To do otherwise would be neither economical nor consistent with the time factor involved in getting the civil defense training job done.

INTERIM SCHOOL AND COLLEGE CIVIL DEFENSE EDUCATION AND TRAINING

FCDA is now developing standard curricula for use in schools and colleges. These will be available this fall. However, during this development, educational administrators should prepare and conduct civil defense instruction based upon existing sources of information. Many school administrators have taken the initiative in providing such interim instruction; they have instituted civil defense drills in self-protection and self-help for their students and faculties.

How do school and college administrators determine the needs for civil defense education and training? How may students and faculties be motivated to induce the required civil defense behavior patterns? How can this be done without creating undesirable fear or panic situations? How can a school administrator plan for and conduct interim civil defense instruction? How can he be sure that this interim education and training will fit into the instruction to be recommended later by FCDA?

Under the self-reliance concept, civil defense requirements are determined locally. Each civil defense program must be tailored to the needs of the local community, in accordance with the over-all defense plan. It must meet the requirements of the schools within that community, as well as the needs of all other persons in the community. Basically, then, the educational administrators, together with their faculties and members of their student bodies, must take the initiative in determining the civil defense education and training needs for their schools and colleges, but always as a part of the local civil defense program. Further assistance in determining these requirements may be obtained from the State civil defense director of training and education, who is responsible for the over-all planning and coordination of civil defense training and education programs within a State.

FCDA has prepared a number of publications which provide guidance and assistance in the development of civil defense programs. These publications, listed as references in this Bulletin, are essential. They should be used in school and college programs.

Other materials on civil defense education are being developed by FCDA. When released, these materials will provide guidance in determining education and training needs and will contain suggestions regarding content and method of instruction and training. These materials are being presented in public education



booklets, films, bulletins, technical manuals, handbooks, instructors' guides, administrative guides, and courses. They are being distributed within a State through the office of the State director of civil defense. Many are available from the local civil defense director. The booklets and manuals may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

There have been developed instructions and materials on civil defense education and training by other governmental and nongovernmental organizations, which provide guidance on ascertaining and meeting needs in this area. Although not necessarily indorsed by FCDA, these publications generally are instructive and useful.

Once the needs for civil defense education in schools and colleges have been determined, the planning must include a study of desirable ways of motivating students and faculties to seek and accept civil defense instruction. Inducements should not create fear, panic, or other undesirable conditions,



particularly among the younger students. The Federal Government plans later to furnish data from studies in this area. In the meantime, it is suggested that State and local school committees, including parents and teachers, among others, plan, develop, and use media for the appropriate motivation of the various school and college populations. Some specific suggestions for appropriate motivation are set forth in Part II of this Bulletin.

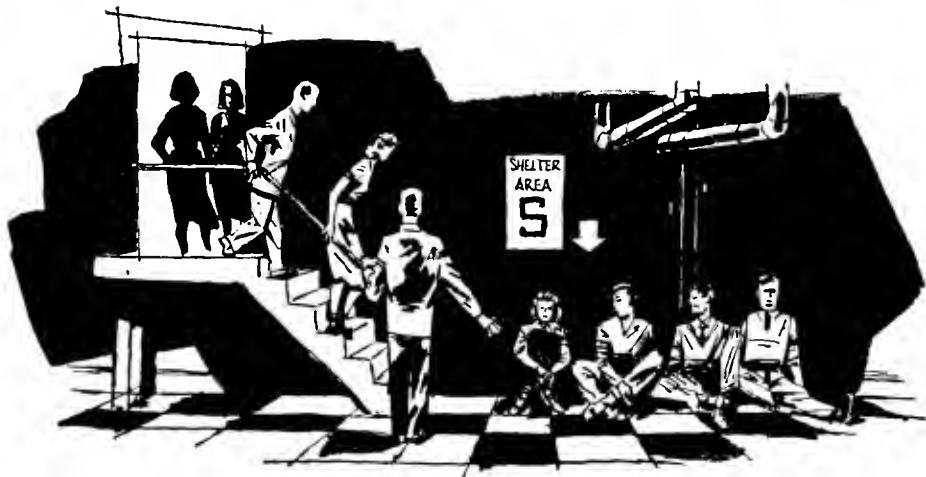
Thus far, most of the suggestions apply to the school administrators who must plan and conduct interim civil defense instruction on survival of school and college populations. Local, State, and Federal resources of personnel and materials have been indicated. School administrators have important local resources for planning, developing, integrating, and using curricula to educate and train these populations in self-protection and self-help.

Civil defense includes everybody, not merely certain groups in our society. In the development of curricula, administrators should not overlook opportunities to provide students with "home work" which involves parents in the training. The leaders of other organized groups have developed successful techniques for training both the members and their parents in personal survival.

Modern living requires strengthening of school and college curricula realistically. Integration of civil defense education and training into existing curricula may be expected to call for a review of educational values.

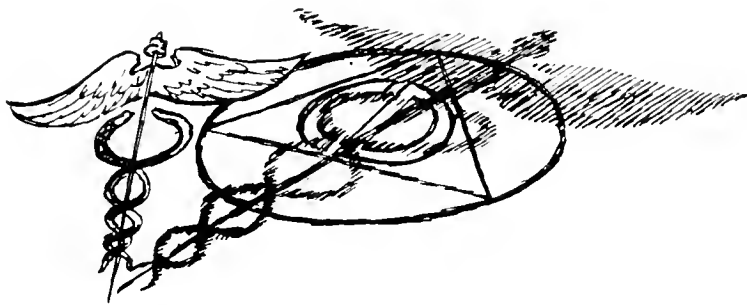
Certain learning experiences of particular significance to school children may be mentioned. These include:

1. Planned emergency drills.
2. Practice leadership of small groups.
3. Development of techniques of informing others through messenger experience.
4. Trips to gain experience in following instructions other than under the normal school environment.
5. Exercises to account for the presence of members of a group.
6. Development of supplementary activities during prolonged drills to overcome fear and pass time.
7. Experiences to develop self-reliance.



Certain areas and subjects can contribute more because they are required subjects or because of their nature and content. The areas which best provide this opportunity in schools include the social studies, industrial arts, home economics, health education, physical education, and science.

The American National Red Cross has developed and distributed a *Civil Defense Supplement to the American National Red Cross First Aid Textbook*. This supplement and the standard American National Red Cross first-aid course constitute a 22-hour course in first aid which has the approval of FCDA. Administrators of schools and colleges should make use of this available civil defense first-aid training course. This course can be used at many of the levels of instruction in schools and colleges; it could be adapted for use by younger pupils. Attention is also called to the official FCDA booklet,



Emergency Action to Save Lives, available from local and State civil defense offices. This booklet should be used by those who are unable to participate in the approved first-aid training courses.

Thus far, this Bulletin has stressed the general civil defense needs for personal survival education and the ways in which the schools and colleges can assist in meeting these needs. In addition, the more mature members of school and college populations should be encouraged to join local civil defense organizations as volunteers.

The schools and colleges have an important responsibility for stimulating recruitment and for planning and conducting the training of civil defense volunteers. These activities must be made a part of the plans of the local civil defense authorities.

Civil defense leaders must be selected and trained before the bulk of the civil defense workers are recruited. Also, plans for the selection and training of full complements for civil defense organizations must precede complete organizational recruitment.

The suggestions contained earlier in this Bulletin regarding the development of personal survival programs in schools and colleges also apply to civil defense volunteer programs at educational institutions. The same human and material resources exist for the latter programs. In this connection, FCDA is preparing a training course called *General Basic Course for Civil Defense* for early distribution through the State and local directors of civil defense. It is recommended that all civil defense volunteers complete the general basic training in addition to taking the specialized training which would qualify them to perform effectively their civil defense responsibilities.

Some schools and colleges already have offered special courses in basic civil defense. These help to educate students and to train them in civil defense activities. Many of these courses are based on FCDA publications listed in the reference section of this Bulletin. There exist sufficient published materials of FCDA which can be adapted to provide fundamental high school and college instruction covering the plans, philosophy, organization, and operation of the national civil defense programs. Some State and local authorities also have published civil defense information and instructions, based on FCDA material.

Administrators of schools and colleges may now plan their personal survival and internal civil defense programs, basing them on existing authoritative published materials and modifying them to fit local civil defense requirements. They may expect that their interim civil defense training and education program will be valid and useful a year or two hence; it will be a proper foundation for later specialized training.

Instructional materials are available for adequate training in the highly specialized areas of civil defense instruction, such as radiological or chemical or biological warfare defense. However, the extensive need at this time is for the more general and basic types of civil defense education and training.

PLANS FOR DEVELOPMENT OF SUGGESTED CURRICULA FOR SCHOOLS AND COLLEGES

FCDA is working with groups of representative educators whose responsibility it is to recommend the kinds of civil defense instruction most appropriate for schools and colleges. Civil defense instruction materials, appropriate to the various levels in schools and colleges, will be available for use later in the year.





Part II

This part of the Bulletin is designed to show how the educator may build an interim program of civil defense education and training for his school or college. It will serve to evaluate present civil defense activities and will suggest extended programs. This Bulletin is to be used in conjunction with FCDA manual *Civil Defense in Industry and Institutions* which provides the over-all working procedures for organizing and administering an internal civil defense program for the Nation's industries and institutions.

This Interim Bulletin is a check list. The items included were taken from letters of inquiry received from hundreds of educators. These letters raised questions regarding best procedures in local programs. The procedures are here organized into fifteen problem areas in which the educators felt a need for suggestion and help.

The outline of these primary problems and their consideration is a tentative one, subject to local adaptation and enlargement. This is a check list of items which educational administrators should consider in making their local plans. These are *possible* procedures, not a list of guaranteed cures for civil defense difficulties. Each proposal is offered for thoughtful study, evaluation, and possible adaptation, and not as something for outright adoption. Schools differ greatly in their civil defense needs; therefore, solutions for these needs differ. The outline offers many of these solutions in a general way; much local effort will be required to perfect the details and precise techniques. Each suggestion should be evaluated carefully. This present outline will enable school officials to make sound progress in the development of their civil defense plans.

**IF THIS OUTLINE SERVES AS A SELF-STARTER, OR
AS A CHECK LIST AND GUIDE
IT WILL HAVE SERVED ITS INTENDED PURPOSE**

Scope of program effort

How to work toward optimum civil defense preparation in cooperation with State and local authorities.

- ▶ Build the program in accordance with the following:
 1. Comply with community planning for civil defense.
 2. Be more concerned with achieving the maximum preparation possible, and less concerned about overdoing it.
 3. Strive for a level of self-sufficiency in the school which will take care of every child without any help from other sources.
 4. Integrate into the emergency plan those elements which will provide lasting benefits for the community in peacetime.
 5. Increase the tempo of present safeguards by adding to what is now being done.

- ▶ Hold the program in proper bounds by such suggestions as the following:
 1. Avoid developing hysteria, individual or mass.
 2. Limit the program to civil defense needs.
 3. Share available resources, human and material, in the common effort. Do not "stockpile" resources beyond reasonable needs.
 4. Seek uniformity, interchangeability, or transfer of material and human resources from one school to another for mutual aid and economy.

5. Provide for necessary civil defense training and education without creating imbalance in general education. Integration of the two requires careful planning and adjustment.
6. Complete the planning, organization, and staffing for the civil defense program before you begin the program activities.
7. Postpone buying expensive equipment for civil defense purposes until needs have been carefully determined.

► Balance your civil defense planning by the following methods:

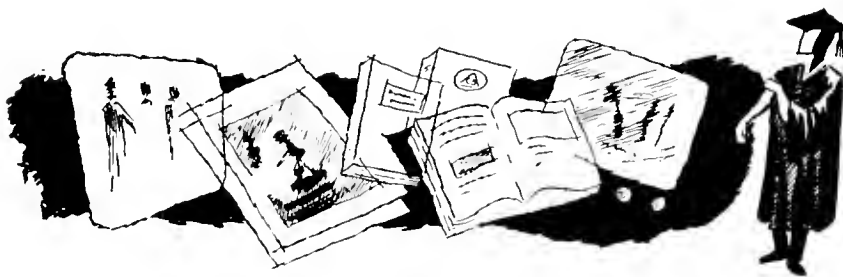
1. Merge school plans and programs with those of local and State civil defense authorities.
2. Seek advice and assistance from local and State civil defense directors (in that order).
3. Get a realistic picture of local needs, resources, and capacities.
4. Determine needs and ways of meeting needs by cooperative decisions of representatives of local government, parent groups, and school populations.
5. Compare school plans with those of other schools.
6. Seek a plan in which relative worth and priorities are calculated and balanced in terms of saving lives, expending human efforts, and spending funds.
7. Continually reexamine civil defense requirements and modify plans accordingly to meet new or changed needs.
8. Test the whole plan as part of the over-all plan of civil defense when it seems to be complete, by a series of dry runs to verify its adequacy.

Motivation

How to create the right kind and the necessary amount of interest in the school civil defense program.

- Emphasize that civil defense is everyone's business—that one's survival and his neighbor's depends upon self-reliance.

- ▶ Emphasize that group self-protection and self-help is an essential ingredient of a successful civil defense program.
- ▶ Point out the positive gains of a good civil defense program. (Better community relations, richer curriculum, preservation of lives and property, feeling of security, etc.)
- ▶ Make clear the rewards, gains, benefits, or advantages to be achieved by putting forth the desired efforts.
 1. Make sure there are actual rewards that come from civil defense work. (Such as recognition, newspaper notice, gratitude of fellow citizens.)
 2. Make sure that those who are to be aroused see and realize the existence of these rewards.
- ▶ Supply facts, data, or other evidence to support claims or promises of rewards and benefits from helping in the program. This evidence must be:
 1. Concrete, vivid, and realistic such as experiences in Germany, Japan, and England.
 2. Forthright and not exaggerated.
- ▶ Use all available media for creating interest among parents and public, including booklets, films, film strips, radio, television, newspapers, assemblies, bulletins to parents, bulletin boards, posters, speakers, plays, etc.



- ▶ Play down fear stimuli.
- ▶ Reduce fears and worries by teaching the people how to take care of themselves; keep them informed. (Fear is aggravated by the unknown.)

- ▶ Strive for civil defense leadership in which the school and community populations will have confidence.
- ▶ Secure local civil defense backing for your civil defense program.
- ▶ Set up definite goals and time limits to achieve your civil defense readiness. (Carefully prepared, comprehensive plans stimulate the interest in school civil defense on the part of parents and school populations.)
 1. Set up methods and means of getting maximum participation in developing school civil defense activities, such as conferences, planning committees, student suggestion systems, PTA meetings, poster making, article writing, etc. Student and faculty participation in developing and carrying out civil defense plans is one of the most important motivating devices.

Budget

How to finance school civil defense activities as a part of local civil defense.

- ▶ Secure approval in cooperation with local civil defense agencies for funds by such methods as the following:
 1. Develop a complete plan based upon facts from inventories, surveys, and combined thinking of students, teachers, parents, citizens.
 2. Keep posted on local, State, and Federal aid available and keep the public informed of your use of this source.
 3. Justify the request for funds. (Whenever possible show that the expenditures will serve many purposes.)
 4. Get a priority for civil defense spending and keep a separate school civil defense budget.
- ▶ Apportion funds among the various civil defense needs by such methods as the following:
 1. Set up a priority list of training needs. (Give high priority to self-protection and self-help training.)

2. Compare planned expenditures with those of other schools, but set in terms of your needs. (Do not seek to out-spend other schools for civil defense activities.)
3. Apportion your funds to achieve a balanced program.
4. Reconsider your building programs and incorporate civil defense plans into them.

▶ Spend and save money for civil defense as follows:

1. Consolidate purchasing to reduce cost and speed delivery.
2. Develop cooperative training programs with other schools and stagger the use of expensive training equipment and materials. (Several schools can use the same films, film strips, projectors, manuals, etc.)
3. Use approved civil defense specifications whenever possible.

Double duty

How to make civil defense training and expenditures serve our regular nondefense needs.

- ▶ Slant civil defense expenditures toward an adequate type of disaster protection for peacetime. (Floods, fires, earthquakes, too often find us unprepared.)
- ▶ Construct any needed new school buildings with shelter requirements as a consideration. Build necessary shelters based on FCDA standards.
- ▶ Erect emergency shelters where required with a view to their later use.
- ▶ In buying equipment and materials for nondefense education consider its suitability for use in civil defense situations.
- ▶ Adapt current instruction to include civil defense applications.
 1. For example: Plan projects, problems, laboratory work, or learning experiences that have civil defense values.
 2. Convert the civil defense assets and virtues of self-discipline, sacrifice, service, self-help, and mutual aid to use as basic training in character, citizenship, and social studies.

3. Use the “democracy-in-action” situation of civil defense as a springboard or lever for developing patriotism and good government.

- ▶ Capitalize upon civil defense motivation to arouse more interest in the regular school work as applicable.
- ▶ Motivate extracurricular student activities toward civil defense activities.

Personnel

How to organize the human resources into civil defense activities.

- ▶ Identify your school civil defense needs as a part of the total civil defense program. Determine your civil defense staffing requirements, quantitatively and qualitatively, to meet these needs.
- ▶ Organize your human and physical resources so as to meet your identified civil defense needs, carefully planning and scheduling such organizational development as leadership is selected and training plans become ready for use.
- ▶ Seek maximum participation in developing and carrying out plans for staffing so as to get acceptance, not mere compliance.
- ▶ Solicit suggestions for developing and carrying out staffing from parents and local civil defense authorities, among others.
- ▶ Staff with the best qualified people from the school population, particularly for leadership positions.



- ▶ Appoint or have a representative committee select a director of civil defense for the school.
- ▶ Select and train key personnel first, including volunteer help.
- ▶ Rotate civil defense leadership so as to provide several qualified persons for each position.

Training

How to teach and what to teach in preparation for attacks.

- ▶ Develop a strong teaching staff to give the training.
 1. Pick the most capable and interested teachers from the staff.
 2. Give special training to the teachers in the subject matter which they are to teach.
 3. Give institutes or special teacher courses within the system for the preparation of defense teachers.
 4. Send teachers to the FCDA Staff College and training schools.
 5. Encourage selected teachers to do masters' projects at universities with a bearing on civil defense teaching.
 6. Give salary scale points or credits to teachers who study systematically the problems of civil defense.
 7. Get teachers to qualify for Red Cross first aid instruction.
 8. Give selected students the civil defense instruction and then develop the best of them into instructors for their fellow students.
 9. Pick capable foreign language speaking students to serve as assistant teachers for special language groups.
 10. Use older students as monitors and helpers.
 11. Provide alternates to carry on for teachers who are sick or injured.
- ▶ Develop a sound curriculum coverage of the civil defense problems.
 1. Make a difficulty analysis by pooling the problems that are recognized as being urgent.

2. Set these problems up in action form, as HOW TO DO things.
 3. Make each lesson training in how to meet a difficulty.
- ▶ Conduct actual instruction according to the four-step teaching method begun under the name of “Training Within Industry.”
 1. Motivation. (Get interest.)
 2. Directions. (Presentation of ways and means.)
 3. Rehearsal. (Trial performance, activity, practice, drill.)
 4. Checkup. (Evaluation, criticism, diagnosis, correction of errors.)
 - ▶ Motivate the learners, as the first step in the teaching process.
 1. Make the student aware of the rewards, benefits, advantages, gains, or satisfactions that will come from the training he is asked to take.
 2. Emphasize these to the point that there is real eagerness to learn.
 - ▶ Present directions clearly, as the second step in the teaching process.
 1. Tell, show, explain, discuss, question, etc., to the point of actual understanding and insight.
 2. Convey directions by demonstrations, blackboard, visual aids, printed matter—whatever best transmits the idea.
 3. Give reasons, facts, science, or theory, as necessary, to support the directions.
 4. Be sure the directions you give are sound and correct. (Check by FCDA manuals, technical books, State publications, etc.)
 5. In the absence of final and absolute knowledge, teach only as much as is known, while hunting for more.
 - ▶ Perform the acts being learned, by rehearsals, drills, trials, dry runs, or learning assignments, as the third step in the teaching process.
 1. Teach to do by means of doing. (Actually get down under the desk if the lesson is on how to do it.)
 2. Don't be satisfied with mere discussion, recital, or telling how things should be done. (Go beyond the advice stage.)

- ▶ Provide for a checkup, or evaluation, of every student's mastery, as the final step in the teaching process.
 1. Inspect the process or the finished result, as a performance test.
 2. Measure the grasp or insight into the directions by means of questions or objective tests which stress choices between right and wrong procedures. (True or false: "You should lie face down.")
- ▶ Instruct in all the main essentials.
 1. Safety practices, such as fire fighting, first aid, rescue.
 2. Personal traits and social qualities, such as readiness, self-reliance, obedience, discipline, mutual aid, service to others, and a certain amount of mental conditioning to face the risk for which there is no sure defense.

Shields and shelters

How to provide for proper protection for school populations against flying missiles, dangerous rays, blasts, and heat.

- ▶ Survey the entire plant methodically using plans as outlined in FCDA's *Civil Defense in Industries and Institutions* and the FCDA shelter publications to locate the safest places for the school population who are at each of the various spots at the time of an attack. (Engineering advice and technical defense information are essential in such surveys.)
- ▶ Recommend construction of special shelters, when needed, consistent with check lists and specifications from FCDA or local authorities. (Studies are being made by the Federal Government to determine such requirements for shelter. These will be available through State and local civil defense authorities.)
- ▶ Improvise for shielding and shelters with available resource materials when advisable.
- ▶ On receiving a red alert arrange to close blinds, as that much protection against flying glass and other sources of injury.

- ▶ Encourage development, in shop and drawing classes, of shelter designs.
- ▶ Provide instruction and tests to insure that persons get into the proper places or positions for maximum protection.
- ▶ Assign instructors, custodians, and/or students to responsibilities for opening, closing, lowering, fastening, or arranging protection devices as planned.



Buildings

How to protect school structures in cooperation with the local civil defense authorities.

- ▶ Provide for expert examination of all structures, marking them as “emergency safe” or “unsafe” and providing for repair.
- ▶ Make regular fire inspections for the purpose of cleaning out refuse and keeping inflammable materials well protected. (This will help reduce the fire hazard.)
- ▶ Develop crews of fire fighters and other units to help in cases of emergency. (Japan used students as firemen.)
- ▶ Provide for inspections after attack, since a little structural first aid might save a building for later use.
- ▶ Make the safety of children a first priority, safety of property second.

- ▶ Study the various methods of reducing the flying glass hazard.
- ▶ Study the results of various types of bombings and apply findings to your situation as applicable.
- ▶ Investigate the possibility of emergency water supply.
- ▶ Assign special training duties for janitors, teachers, and/or students to assure that gas, power, or water is turned off prior to or during an emergency in accordance with instructions by local public utility companies.
- ▶ Arrange for the supervision of damaged buildings as a precaution against injury, looting, etc.

Medical care

How to plan for doctors, nurses, and first aid.

- ▶ Coordinate your plan with local civil defense medical and health plans, and provide for proper communication with them.
- ▶ Provide training in first aid for the school population. (The American National Red Cross has this civil defense responsibility.)
- ▶ Call upon the American National Red Cross to provide home nursing courses for students, teachers, and others, as appropriate.
- ▶ Adapt the school and medical health plan to that of the local civil defense authority.
- ▶ Secure minimum medical supplies in cooperation with your local civil defense organization.



Equipment

How to select, store, and safeguard equipment and materials for emergency needs.

- ▶ Select wisely, by such means as the following:
 1. Study all present equipment for civil defense possibilities and convert or add to this equipment.
 2. Follow specifications set up by Federal, State, or local civil defense and purchase only approved civil defense items.
 3. Buy standard items, avoid single-purpose or nonstandard items wherever possible.
 4. Select equipment in terms of needs and ability to pay.
- ▶ Store equipment wisely, according to such plans as the following:
 1. Make special provisions for ease of access to avoid having equipment made useless by wreckage. (A safe but accessible place for any emergency.)
 2. Decentralize equipment, putting it into nearby homes, or other accessible places.
 3. Pool some equipment in reserve storage to be used by several school districts or organizations.
 4. Keep the equipment and materials in operational readiness, and provide for periodic checks. (This develops a familiarity with how to use it, where it is stored, and tends to assure its continued repair.)
- ▶ Safeguard equipment by means of such practices as are listed below:
 1. Repair and bring up to date all emergency equipment now on hand.
 2. Train the operators so they will not break or wreck apparatus by misuse, and do not issue it to persons who have not been qualified to use it.
 3. Assign to definite persons the responsibility for the care, maintenance, and servicing of equipment to be used for civil defense purposes.

4. Secure, study, and use available technical manuals on storage and care of equipment and materials.
5. Provide a security system to prevent loss or damage to equipment by vandals.
6. Provide special care for the more important emergency equipment. (Develop a priority list of needs.)

Communications

How to achieve coordination.

- ▶ Provide for communication within each unit of the institution and between all units. (Isolation and lack of knowledge as to what is going on may create fear and panic.)
- ▶ Provide for communications between the school and the local civil defense organization.
- ▶ Publicize the codes and drill to the point of automatic response.
- ▶ Use the standard signals developed by FCDA. Teach any supplementary signals needed to meet any special need.
- ▶ Set up control points to clear all messages to prevent rumor, confusion, or misunderstanding. (Control, drill, and facts are the best weapons against panic and fear.)
- ▶ Incorporate your communication system into everyday activities so as to develop maximum sensitivity to it. (Use the emergency intercommunication system and messenger services to accomplish your daily work.)
- ▶ Develop several alternate channels of communication.
- ▶ Take advantage of the enthusiasm and skills of hobby and other groups.

Home and school relationship

How to achieve best two-way relationship between the school and the home regarding the school civil defense program as a part of the over-all civil defense program.

- ▶ Include the parents in the planning of the civil defense program for the school. (This will help to bridge the gap between the school and community.)
- ▶ Enlist the help of parents in building, collecting, planning, or other activities which will further the civil defense program.
- ▶ Reduce the fear of parents for their children's safety by having them attend school to observe the drills and civil defense plans in action.
- ▶ Keep the parents informed as to all civil defense activities at school by using information sheets.
- ▶ Parents must be conditioned to rely upon the organized civil defense plan of the school and community.

Community service

How to render aid to others outside the immediate school population.

- ▶ Coordinate your program with the local civil defense program so that your plans for use of the buildings do not conflict.
- ▶ Survey your school to determine what human and physical facilities you have to offer; then offer these to the community civil defense.
- ▶ Use your school physical facilities and staffs for community civil defense training programs.
- ▶ Carry on peacetime types of classroom activities in which students learn to do valuable services by doing them for community organizations. (Typing classes may type for Red Cross or civil defense organizations.)

- ▶ Provide for training and using students to help the community in its civil defense operations.
- ▶ Provide plans for emergency housing or hospitalization in school buildings as needed by local civil defense authorities.
- ▶ Develop a mutual aid program with other schools and agencies to pool resources.
- ▶ Develop extracurricular activities around related civil defense activities such as “ham” radio operators’ clubs, science clubs, etc.
- ▶ Provide civil defense projects for specialized classes to work on, such as drawing classes, wood shops, home economics classes, typing classes, etc., both juvenile and adult.

Evacuation

How to get school populations away from school buildings or grounds when necessary.

- ▶ Help prevent panic by holding properly organized drills at frequent intervals. (Loss of life has been greatly reduced by adequate fire drills.)
- ▶ In accordance with the over-all civil defense program, plan for school evacuation and make these plans known to parents, students, and the community.
- ▶ Have everyone participate in the evacuation drills, including the janitors, bus drivers, parents, medical people, etc.
- ▶ Post evacuation instructions at regular intervals. (Check students to make sure they read and understand them.)
- ▶ Plan to make use of the older children to provide protection for the younger children.
- ▶ See that the school fire escapes and exits are adequate.
- ▶ Develop a one-way traffic system around your school and school grounds.

Time of crisis

How to carry on and operate effectively during the period of an attack.

- ▶ Follow your plan.
- ▶ See that each individual carries out his assigned duties.
- ▶ Hold classroom groups together as identified units in order to avoid confusion.
- ▶ Plan for the teacher to be the “last to leave the ship,” and to see that the children are safely protected and cared for using the paired technique.
- ▶ During longer periods under stress, provide for essentials of food, sanitary provisions, water, and diversions.
- ▶ Although it is not generally anticipated that students will remain in school for prolonged periods of time, the school administrator should review his entire plan and all aspects of it in the light of such an emergency.
- ▶ Generally speaking, the school administrator will find it necessary to terminate the school custodianship of the students as early as possible in the light of the conditions of the attack and in accordance with the plans of the local civil defense authorities.





Bibliography

<i>Author</i>	<i>Title</i>	<i>Publisher</i>	<i>City</i>	<i>Pages, etc.</i>	<i>Price</i>
Federal Civil Defense Administration	"This Is Civil Defense"	U. S. Government Printing Office	Wash., D. C., 1951	32 pp.	10¢
National Security Resources Board, Civil Defense Office	"Survival Under Atomic Attack"	U. S. Government Printing Office	Wash., D. C., 1950	32 pp.	10¢
National Security Resources Board	"United States Civil Defense"	U. S. Government Printing Office	Wash., D. C., 1950	168 pp. and cover	25¢
Federal Civil Defense Administration	"Health Services and Special Weapons Defense"	U. S. Government Printing Office	Wash., D. C., 1950	264 pp. and cover	60¢
Federal Civil Defense Administration	"What You Should Know About Biological Warfare"	U. S. Government Printing Office	Wash., D. C., 1951	32 pp.	10¢
Federal Civil Defense Administration	"Emergency Action To Save Lives"	U. S. Government Printing Office	Wash., D. C., 1951	32 pp.	5¢
Federal Civil Defense Administration	"The Rescue Service"	U. S. Government Printing Office	Wash., D. C., 1951	32 pp. and cover	15¢
Federal Civil Defense Administration	"The Police Services"	U. S. Government Printing Office	Wash., D. C., 1951	48 pp. and cover	20¢
Federal Civil Defense Administration	"Civil Defense in Outline"	U. S. Government Printing Office	Wash., D. C., 1951	48 pp. and cover	35¢
National Security Resources Board	"Fire Effects of Bombing Attacks"	U. S. Government Printing Office	Wash., D. C., 1950	48 pp.	15¢
American National Red Cross	"Civil Defense Supplement to the American Red Cross First Aid Textbook"	The Blakiston Co.	Phila., Pa., 1951	56 pp. and cover	10¢
Federal Civil Defense Administration	"Civil Defense in Industry and Institutions"	U. S. Government Printing Office	Wash., D. C., 1951	64 pp. and cover	25¢
Federal Civil Defense Administration	"Principles of Civil Defense Operations"	U. S. Government Printing Office	Wash., D. C., 1951	48 pp. and cover	20¢
Federal Civil Defense Administration	"Fire Fighting for Household"	U. S. Government Printing Office	Wash., D. C., 1951	32 pp.	5¢
Federal Civil Defense Administration	"The Warden Service"	U. S. Government Printing Office	Wash., D. C., 1951	48 pp. and cover	20¢
Federal Civil Defense Administration	"Water Supplies for War-time Fire Fighting"	U. S. Government Printing Office	Wash., D. C., 1951	16 pp. and cover	10¢

